

## ADULT AND FAMILY LITERACY SERVICES DEFINITIONS

**Accommodation:** According to the Americans with Disabilities Act: *any strategy, adaptation, adjustment, modification, intervention or alternative that allows a person with a disability to participate without discrimination and to perform the activities of a student.*

**Adult Education:** According to the U.S. Department of Education: *means services or instruction below the postsecondary level for individuals:*

1. *who have attained 16 years of age;*
2. *who are not enrolled or required to be enrolled in secondary school under State law; and*
3. *who:*
  - *lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;*
  - *do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or*
  - *are unable to speak, read, or write the English language.*

**Adult Basic Education (ABE):** ABE is a continuum of literacy and basic skills learning options below the high school level. ABE is for adults whose inability to speak, read, or write the English language, compute to solve problems, carry out basic computer tasks, or relate effectively with others impairs their ability to:

- get or retain employment with which they can self-sufficiently support themselves and their families.
- Support their children's development.
- exercise their rights and responsibilities as community members.

ABE is also designed to raise the level of education of such individuals so that their ability to benefit from further education and occupational training will improve. Doing so will increase their opportunities for more productive and profitable employment, making them less likely to become dependent on others. The U.S. Department of Education adds: *ABE involves learning for adults whose needs are below the level equivalent to eighth-grade completion* (i.e., ABE Level 1, ABE Level 2a, ABE Level 2b, or ABE Level 3).

**ABE Level 1:** The U.S. Department of Education defines this as *Instruction designed for an adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life in the United States. These adults are part of the population termed "educationally disadvantaged." This term does NOT apply to a foreign-born adult with limited proficiency. TABE scale scores 1-529 total reading, 1-540 total math.* ABE Level 1 is defined as: Adults who complete ABE Level 1 understand that there are different ways of learning. They learn from their own mistakes, can accept both criticism and praise, and respect and interact appropriately with peers and supervisors. They are able to "decode" with understanding words and short, simple sentences. They recognize and comprehend basic sight words and can write short simple sentences using those words. They can write the alphabet from memory. They are able to write their name, address, and phone number and complete very simple forms using that information. They understand the numbering system and can put a list of whole numbers, up to four digits, in correct order. Either by counting or using arithmetic facts, they can add or subtract pairs of single digit numbers. They understand the need to think about causes of problems in order to identify a solution. They demonstrate personal responsibility (i.e., arrive on time for appointments, follow through with commitments)

**ABE Level 2a:** The U.S. Department of Education defines this as *Instruction designed for an adult who has developed minimal basic skills, can write with limited proficiency, can read and use familiar materials, and can perform basic computational tasks. This term does NOT apply to a foreign-born adult with limited proficiency. TABE scale scores 530-679 total reading; 541-*

677 total math. ABE 2a is defined as: Adults who complete ABE Level 2a can participate appropriately in groups, recognize their own learning styles and learn from others. They are able to recall and restate information and read and use simple, familiar materials (i.e., menus, signs, work schedules). They can write with limited proficiency (i.e., complete personal information on forms, copy text, write in simple sentences) and add, subtract, multiply, and divide whole numbers (i.e., use currency, count inventory, or compute and verify bills). They are able to generate ideas about problem causes and solutions. They are aware of the need for personal goals and recognize the connection between behavior and outcomes. They demonstrate a limited ability to organize time and materials, and have moderate ability to identify and use resources for employment and support services.

**ABE Level 2b:** The U.S. Department of Education defines this as *Instruction designed for an adult who is able to handle basic skills, can read, comprehend and evaluate written materials with some unfamiliar vocabulary, can write paragraphs that can express complex ideas, and can perform basic computations using all four basic math operations with fractions and decimals. TABE scale scores 680-722 total reading; 678-729 total math.* ABE Level 2b is defined as: Adults who complete ABE Level 2b can identify their own personal values and state clearly personal needs to accommodate their own learning styles. They are able to participate well in a familiar group, recognize and relate to differences in others, and recognize a good leader. They can understand and summarize written material that includes unfamiliar vocabulary, read for information and apply it to new situations (i.e., work manuals, written directions, maps, schedules). Level 2b completers can define components of a process and compare procedures (i.e., register for a service or use written instructions to assemble something). They write paragraphs with sentences that clearly express complex ideas (i.e., short reports, informal letters, memos, personal narratives, proofread for capitalization and punctuation, and use the dictionary for spelling, meaning, and pronunciation). They are able to apply decimals, fractions, and measurement skills to solve real-life problems. They have the skills to make daily financial choices, take care of personal possessions, and use community agency services. They can use limited negotiating skills to generate, organize and exchange ideas to solve problems (i.e., make a change in work schedule to accommodate family commitments). They are able to identify appropriate work behavior and attitudes and can relate life experience to the workplace.

**ABE Level 3:** The U.S. Department of Education defines this as *Instruction for adults who are able to read, comprehend, evaluate and apply information from written materials, can write documents that use connected paragraphs and appropriate formats, then proofread and correct them for grammar and spelling, can perform multi-step computations, and can recognize requirements for job advancement, assess their own leadership skills, and identify areas for personal improvement. TABE scale scores 723-761 total reading; 730-776 total math.* ABE Level 3 is defined as: Adults who complete ABE Level 3 are able to work in teams and groups by communicating effectively through listening, speaking, writing, and peer monitoring. They can identify their learning and work styles and use that information to make work, learning, and social interactions more effective. They can read, comprehend, evaluate and apply information from written materials (i.e., intermediate textbooks, fiction, policies and procedures manuals, purchase agreements). They are able to write résumés, reports, and formal letters that use connected paragraphs and appropriate formats, then proofread and correct them for grammar and spelling. Level III completers can compute percentages, ratios, proportions, simple formulas and measurements, and interpret graphs and charts to solve problems. They are able to solve multi-step problems by identifying the issue, thinking creatively, applying a variety of skills, implementing solutions, and evaluating the outcomes. They manage themselves as effective learners, family members, and employees by assuming multiple responsibilities, prioritizing tasks, identifying appropriate behaviors, and dealing with change. They can recognize requirements for job advancement, assess their own leadership skills, and identify areas for personal improvement.

**Access:** See “Program Accessibility.”

**Adult Day Care:** According to the U.S. Department of Health and Human Services: *Structured services for people needing social supervision, physical assistance and/or assistance with personal care.* Adult Day Care is not an Adult Education Basic Skills activity.

**Adult and Family Literacy Services:** “Literacy” for adults in this country has become a matter of multiple “literacies.” It now means the ability to speak, read, and write in the English language, compute, solve problems, and relate effectively with others in order to exercise the rights and responsibilities of a family member, worker, and community member. “Literacy is learned through programs such as adult basic education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE). In the Workforce Investment Act, it is: *services or instruction in one or more of the following categories:*

- (1) *Adult education and literacy services, including workplace literacy services;*
- (2) *Family literacy services; and/or*
- (3) *English literacy programs.*

**Adult Secondary Education (ASE):** According to the U.S. Department of Education, *ASE is instruction designed for adults who are literate, but not proficient, and can function in everyday life. It includes preparation needed to pass the GED tests, Adult High School Diploma programming, and other basic skills refresher courses for adults functioning at grade equivalents 9.0-12.9. TABE scale scores 762-775 total reading; 777-789 total math. High Adult Secondary TABE scale scores 776-780 total reading; 790-793 total math.* ASE prepares eligible adults to complete an adult high school diploma program, or a General Educational Development (GED) preparation program. It also may be a basic skills brush-up program for adults who need to refresh their high-school-level math, reading or writing skills to carry out their adult roles as workers, family, and community members. Adults completing the ASE Functional Level can either earn a high school diploma by earning high school credits, pass all five of the GED Tests to earn a high school equivalency certificate, or demonstrate competence in the brush-up course they have taken.

**Basic / Occupational Training:** Federal Adult Education and Family Literacy Act may be used to enable local providers to work with and leverage funds on a dollar-for-dollar basis from vocational and occupational skills training programs.

**Community-Based Organization:** A **CBO**, according to the U.S. Department of Education and Title I of the Workforce Investment Act, *is a private nonprofit organization that is representative of the community or of significant segments of the community, that is controlled by that segment of the community and that provides adult education, vocational education or vocational rehabilitation, job training or internship services and programs. The term includes neighborhood groups, community action agencies, community development corporations, union- and employer-related organizations and tribal governments or other organizations that serve Native American Indians.*

**Competency Level Completion:** Basic Skills Competency Level means that, during the program year, the student demonstrated mastery:

- a. of **all** the reading, writing and math subject-area skills in ABE competency level 1, 2a, 2b or 3, or
- b. of **all** the listening and observing, speaking, reading and writing subject-area skills in ESL competency level 1, 2, 3, or 4, or,
- c. of **all** the educational goals of his or her short-term, specialized learning project.

**Computer Basics (Computer Literacy):** Note: this definition and the competencies associated with it are currently being developed. An interim definition is: Learning to use computer hardware and peripherals (keyboard, mouse, printer, etc.); to use word processing software includ-

ing spell check and thesaurus and import information from other sources; to communicate effectively using electronic mail, and using those skills to continue learning and to accomplish tasks.

**Core Indicators Of Performance:** According to the Workforce Investment Act, *the core indicators of program performance shall be expressed in an objective, quantifiable, and measurable form; and shall include at least the following:*

1. *Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills, including computer basics;*
2. *Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement;*
3. *Receipt of a secondary school diploma or its recognized equivalent, and*
4. For family literacy, indicators of performance are determined by the Montana Statewide Family Literacy Initiative.

**Correctional Institution:** As defined by the U.S. Department of Education, a correctional institution is a local, State or Federal institution to which persons 16 years of age or older are committed for the correction of inappropriate patterns of social behavior. Inmates are the only adult and family literacy participants to be counted under this category. Note: also see definitions under Institutionalized Adult.

**Day Activity Center:** According to the U.S. Department of Health and Human Services, *a Day Activity Center includes services such as work; community interaction activities; volunteer service opportunities; health, safety, grooming and hygiene training; community survival skills, and independence skills for adults with developmental disabilities.* Day Activity Center services are not adult education basic skills activities.

**Disabled Adults:** According to the U.S. Department of Education, disabled adults are *adults with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired and adults with other health impairments or specific learning disabilities.*

**Displaced Homemaker:** According to the U.S. Department of Education: *Any person who is entering the labor force after spending time in child-rearing and/or other household responsibilities and lacks marketable workforce skills.*

**Eligible Provider:** Workforce Investment Act: *For purposes of applying for Federal Adult Education and Family Literacy funds, "eligible providers" of adult and family literacy are:*

- *Local education agencies;*
- *Community-based organizations;*
- *Volunteer literacy organizations;*
- *Institutions of higher education;*
- *Public or private nonprofit agencies;*
- *Libraries;*
- *Public housing authorities;*
- *Consortiums of organizations listed above, and*
- *Other nonprofits that have the ability to provide literacy services*

**Employed Adults:** According to the U.S. Department of Labor: *Are adults who did any work at all as paid employees or in their own business or profession, or on their own farms or who worked 15 hours or more per week as unpaid workers on a farm or in a business operated by a*

*member of the family and persons who were not working but who had jobs or businesses from which they were temporarily absent.*

**English-as-a-Second-Language (ESL):** programs of instruction designed to help limited-English-proficient (LEP) adults achieve full competence in the English language. Because ESL is best taught and learned contextually, English language training will be combined with basic skills components in a work place, work force basics, citizenship, or family literacy programs for non-native speakers.

**ESL Level 1:** According to the U.S. Department of Education: *Instruction designed for adults who may not be literate in any language and/or who have extremely limited or no proficiency in the English language. Instructional emphasis is on listening and speaking.* According to the State Plan/State Competencies: Adults who complete ESL Level 1 are able to follow simple directions and respond to common body language and gestures when repeated and/or demonstrated; recognize simple words and phrases related to basic survival needs; respond appropriately regarding personal information, and describe an activity or object using basic vocabulary; read and understand times and dates and print the alphabet fluently; write short, simple statements about something personal or familiar (i.e., work or school); and handle very entry-level jobs that do not require easily demonstrated oral or written communication in English and where simple directions can be repeated and modeled.

**ESL Level 2:** According to the U.S. Department of Education: *Instruction designed for adults who have extremely limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Reading, writing, and computational skills are introduced at this level.* According to the State Plan/State Competencies: Adults who complete ESL Level 2 can understand and use limited familiar oral and written phrases and questions when presented slowly and with frequent repetition (i.e., greet people appropriately or follow basic directions); use limited pronunciation skills and body language for communication, write basic personal information on forms or in short writings of three or four related sentences, and can do simple arithmetic (i.e., make change and use U.S. measurement, etc.); understand people learn in different ways (i.e., hearing, seeing, telling others, etc.); are able to identify and solve personal, family and workplace problems but will require assistance in articulating the issues in English; and are aware of personal and workplace values and employer expectations (i.e., interpersonal skills, work culture, relating education and life experiences to job choices), and, with limited ability, can recognize and respond in appropriate ways to individuals and in small groups.

**ESL Level 3:** According to the U.S. Department of Education: *Instruction for adults who have sentence level literacy in English and who are able to handle listening and speaking situations to meet their immediate survival needs. Instructional emphasis is on meeting basic needs in English through development of listening, speaking, reading, and writing.* According to the State Plan/State Competencies: Adults who complete ESL Level 3 can participate effectively in diverse groups by using familiar phrases; initiate and maintain simple face-to-face conversations to satisfy basic survival and everyday needs and can express preferences related to employment conditions, education, life, and career choices; respond to oral instructions that include some unfamiliar vocabulary if the instructions are presented slowly with some repetition; read and understand materials on familiar subjects, as well as identify important information in documents to meet immediate needs (i.e., employment, housing, transportation, education); write descriptions and personal narratives applying fundamental spelling and punctuation rules; understand what fractions and percents mean; with some assistance and by using memorized phrases, can locate, apply, and interview for entry-level jobs or access community resources; understand and learn from feedback from work supervisors, peers, instructors, or self; identify and solve problems that occur in entry-level jobs, classrooms, and other life situations, and predict and draw conclusions about the results of personal, educational, or job decisions.

**ESL Level 4:** According to the U.S. Department of Education: *Instruction designed for an adult who has competence in communicating in English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills. Emphasis is on preparation for work or transitioning to basic skills, academic, or vocational programs.* According to the State Plan/State Competencies: Adults who complete ESL Level 4 can identify realistic long-term personal, career, or academic goals and the means by which to attain them; identify their learning and work styles and use that information to make work, learning, and social interactions more effective; work well in teams by recognizing and respond appropriately to differences (i.e., values, class, culture, point-of-view) and demonstrate the ability to resolve conflict; follow most oral instructions, ask questions to clarify, and participate in conversations in routine work, learning and social situations; access needed information resources and use reading strategies to comprehend text (i.e., newspapers, beginning textbooks, guarantees), as well as graphs and charts; complete forms and write notes, summaries, extended writing, letters, and résumés using understandable sentence structure, spelling, and punctuation; understand simple math terms and can use decimals, fractions, percents, and basic formulas in everyday situations; solve multi-step problems by identifying the issue, thinking creatively, applying a variety of skills or strategies, and evaluating the outcomes; recognize and accept language and skills requirements for job advancement; distinguish roles in organizational hierarchies and work to effect change through appropriate channels.

**Family Literacy:** *Family literacy services, according to the Workforce Investment Act, means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family.* The State Plan defines family literacy as holistic literacy services to families with children that include four integrated components:

- adult education that leads to economic self-sufficiency,
- training to prepare parents as the primary teachers of their children,
- age-appropriate education to prepare children for success in school, and
- parent/child interaction time (PACT) to build literacy skills.

All four components are delivered in the context of work and work readiness. Outcomes for family literacy include not only educational attainment and family stability for all participants, but emphasize self-sufficiency. Family literacy is intended to meet the needs of TANF, hard-to-employ and low-wage-earning parents or guardians by integrating work skills development into all components of the family literacy program. It focuses all program elements around the two contexts of family self-sufficiency and educational attainment. For adult participants, appropriate adult education can include ABE, ESL, and ASE. Bearing in mind that literacy is best taught and learned contextually, as well as the demands of welfare reform on parents with low literacy and basic skills, all four components are delivered in the context of work and work readiness.

**Gained Subsidized Employment:** According to the U.S. Department of Education: *Employment gained while receiving instruction or within six months of leaving the program by a participant who was unemployed upon entry to the basic skills program and who was pursuing an employment or personal goal. The salary is partially or fully paid by a government entity, including sheltered workshops, corrections industries or work experience, or through a Work First or similar grant to the employer.*

**Gained Unsubsidized Employment:** According to the U.S. Department of Education: *Employment gained by a participant while receiving instruction or within six months of leaving the program who was unemployed upon entry to the basic skills program during this reporting period whose completion of, or participation in, the program is related to an employment or personal goal of the learner, when the salary is fully paid by the employer.*

**Homeless Adult:** According to the U.S. Department of Education: *An adult lacking a fixed, regular and adequate nighttime residence or an adult having a primary nighttime residence that is:*

1. *a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);*
2. *an institution that provides a temporary residence for individuals intended to be institutionalized or*
3. *a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.*

*The term homeless adult does NOT include any individual imprisoned or otherwise detained pursuant to an act of Congress or a State law.*

**Immigrant:** According to the U.S. Department of Education: *An immigrant is any non-citizen of the United States admitted or paroled into the United States as a refugee or an alien who has not been classified as a non-immigrant under provisions of the Immigration and Nationality Act, as amended.*

**Improved Employment:** According to the U.S. Department of Education: *Means learners who were employed and obtain a new job with increased pay or benefits, more responsibility, or requiring higher skill levels while receiving instruction or within six months of leaving the program.*

**Institutionalized Adults:** According to the U.S. Department of Education: *Means an adult who is an inmate, patient or resident of a penal institution, jail, reformatory, detention center, shelter, residential training school, orphanage, general or special institution or hospital; or an adult in a residential school for the physically or mentally handicapped. "Other Institutionalized Adult" means adults who are patients or residents of a medical or special institution, NOT inmates of correctional facilities.*

**Institution for the Disabled:** According to the U.S. Department of Education: *May include a hospital or other treatment, confinement or rehabilitative center for physically or mentally impaired adults.*

**Learner Attendance (Contact) Hours:** The actual number of hours during the reporting period that each adult learner attended basic skills classes or was tutored or participated in other basic skills learning activities under direction of basic skills program staff. Assessment, program orientation, counseling, completing registration paperwork, etc., hours also may be included.

**Leveraged Funds:** Monies obtained through collaborations with business, industry, labor, vocational and occupational skills training providers, WorkFirst, or other partners to expand, intensify or otherwise enhance adult and family literacy services.

**Limited English Proficient (LEP) Adult:** According to the U.S. Department of Education: *Means an adult or out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language and:*

- *Whose native language is a language other than English; or*
- *Who lives in a family or community environment where a language other than English is the dominant language.*

**Literacy:** U.S. Department of Education: *The term 'literacy' means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society. "Literacy" for adults in this country has become a matter of multiple "literacies." It now means the ability to speak, read,*

and write in the English language, compute, solve problems, and relate effectively with others in order to exercise the rights and responsibilities of a family member, worker, and community member. "Literacy" is learned through programs such as adult basic education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE)

**Low Income:** Means an adult with an annual income of 175 percent or less of the Federal poverty level. "Poverty Level" is based on the cost of living in an area, and on the size of the adult's family.

**Match:** Workforce Investment Act: Each approved program must provide out of non-Federal sources a matching contribution equal to 25 percent of the total amount of funds it expends for adult education and literacy activities. This matching contribution may be provided in cash or in kind, fairly evaluated, and shall include only non-Federal funds that are used for allowable adult and family literacy activities. A 25 percent match means that no more than 75 percent of the total program cost may be paid using Federal Adult Education and Family Literacy funds.

**Most in Need:** Means an adult who demonstrates basic skills equivalent to or below that normally associated with ABE Level 1 or 2a or 2b, or ESL Level 1 or 2, who has an annual 175 percent or less of the poverty level, **and** are at least one of the following: chronically unemployed; limited-English-proficient; public assistance recipients; single parents with small children; disabled adults including those with learning, social-emotional, and physical disabilities; victims of sexual or domestic violence; institutionalized or incarcerated adults; homeless adults; displaced homemakers; individuals with multiple barriers to educational enhancement; individuals from under-served populations as defined by the federal government to include people of minority, racial or ethnic origins.

**Not in the Labor Force:** U.S. Department of Education: *An adult who is neither "employed" nor "unemployed" according to the definitions in this list. This term includes persons who have given up looking for a job or who otherwise are not available for work.*

**Outreach:** U.S. Department of Education: *Means activities designed to:*

- *Inform adult populations, especially those who would be classified as needing ABE Level 1 or 2a or ESL Level 1 or 2, of the availability and benefits of the adult education program, and*
- *Assist these adult populations to participate in the program by providing reasonable and convenient access, and other needed support services.*

*Outreach materials should be available in alternative formats to reach all potential audiences. Outreach activities are intended to facilitate the participation of eligible adults once they become aware of the program, as well as to publicize the program. Efforts therefore need to include creating learning situations that are compatible with the educational, social and psychological needs and desires and expectations of prospective and actual participants.*

**Participant:** U.S. Department of Education: *Is an eligible adult who has been enrolled in any level of ESL, ABE or ASE for at least 12 contact hours during a given reporting period or who completed his or her personal education plan or learning contract goals in less time.*

**Personal Educational Plan:** A written educational plan or contract that is the result of goal-setting and expectation negotiations between the student and adult and family literacy program staff. The plan specifies the individual learner's short-term goals and the activities in which he or she will participate to reach those goals. It includes the learning and behavioral outcomes that will indicate progress and completion of those goals. It explains the schedule, intensity and duration proposed for the learning project. It should also include any accommodations or other strategies to be provided, identified strengths and weaknesses, and readiness-to-learn terms such as vision and hearing screening, etc.



**Population Group (Racial/Ethnic):** U.S. Department of Education: *The one racial/ethnic group to which an individual appears to belong, identifies with or is regarded in the community as belonging:*

**American Indian or Alaskan Native:** *a person having origins in any of the original people of North America. This category includes American Indians, Eskimos and Aleuts;*

**Asian or Pacific Islander:** *A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This category includes, for example, Chinese, Filipino, Japanese, Korean, Samoan and Vietnamese;*

**Black:** *A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin;*

**Hispanic:** *A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race;*

**White/Other:** *A person having origins in any of the original peoples of Europe, Russia, North Africa, or the Middle East. Do not include persons of Hispanic origin. "Other" refers to any student who refuses to or does not clearly pertain to one of the other categories.*

**Program Accessibility,** according to adults with disabilities groups, *means accessibility throughout all stages of the program: outreach (the use of multiple media), recruitment, registration (availability of alternative registration forms), instruction, assessment, evaluation, and separation. It includes*

- *readiness-to-learn interviews prior to instruction,*
- *screening for learning disabilities,*
- *providing instruction through research-proven strategies such as strength-based instruction, strategic instruction, multi-sensorial instruction, organizers, as well as*
- *the provision of classroom, instructional and testing accommodations for documented disabilities and*
- *the use of assistive devices, alternative formats, and other adjustments and strategies for students with disabilities.*

*It also includes an up-to-date referral list to identify resources for vision and hearing screenings, learning disabilities diagnostic assessment services, and other similar services.*

**Program Expansion:** U.S. Department of Education: *Means the use of an increased number of agencies, institutions, and organizations -- other than Community and Technical Colleges -- in providing appropriate adult and family literacy learning options and support services to increase the number of typically underserved adults participating in Adult and Family Literacy programs.*

**Project Learner:** A "project learner" is an adult and family literacy participant pursuing a short-term learning project, to address a short-term need that is very context-specific. For example, a project learner might be a Quality Control worker who wants a refresher in decimals in order to do her job. The basis for a learning project is the Personal Education Plan developed collaboratively by the learner and the teacher. That plan specifies the education outcomes as well as the standards for achievement. It identifies the "real life" tasks the learner wants to be able to do. It also specifies what the learner needs to demonstrate in order to document that the goal is accomplished. The Quality Control job, for example, might require that the Quality Control Records Assistant average the column of three-digit decimals recorded from the Weights Scanner with 92% accuracy. This requirement then sets the standard for documenting the completion of the project.

**Public Assistance:** According to the U.S. Department of Education: *Means Federal, State and/or local financial assistance, such as Temporary Assistance to Needy Families (TANF), old-age assistance, general assistance and aid to the blind or totally disabled. Unemployment*

*compensation and Social Security are not included in this term unless the recipient is also receiving old-age assistance or other forms of public assistance.*

**Readiness-To-Learn** interviews identify any problems that may interfere with or require a different approach for a student's learning: poor vision, poor hearing, medications, illnesses and behaviors that may interfere with concentration and attention, learning difficulties including learning disabilities, maturity, level of commitment, lifestyle, and others.

**Refugee:** According to the U.S. Department of Education: *A person granted refugee status by the Immigration and Naturalization Service because he or she:*

- *“is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of; that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion, or*
- *“in such circumstances as the President after appropriate consultation...may specify, any person who is within the country of such person's nationality or, in the case of a person having no nationality, within the country in which such person is habitually residing, and who is persecuted or who has a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.*

*“The term ‘refugee’ does not include any person who ordered, incited, assisted, or otherwise participated in the persecution of any person on account of race, religion, nationality membership in a particular social group, or political opinion.”*

**Retained Employment:** According to the U.S. Department of Education: *Employment retained by basic skills participants for at least six months after leaving the program, due to upgrading their skills.*

**Sheltered Workshop:** According to the U.S. Department of Health and Human Services: *Assistive technology, family training services, individualized rehabilitation support services, support groups, transition services, etc., for mentally and physically challenged adults. Sheltered workshop activities are not adult and family literacy.*

**State Even Start Program:** See “Family Literacy.”

**Supplement, Not Supplant:** According to the Workforce Investment Act: *Means that Federal Adult Education and Family Literacy Act monies may be used to “supplement” and to increase the adult and family literacy services available from non-Federal sources. Federal Adult Education and Family Literacy Act funds may not be used to supplant other funds.*

**Unemployed Adults:** According to the U.S. Department of Education: *Are adults who are not working but are looking for a job and are available for work, including people who are waiting to be called back to a job from which they had been laid off and people waiting to report to a new job. This term does NOT include persons who have given up looking for a job or who otherwise are not available for work.*

**Unsubsidized Employment:** For purposes of adult and family literacy services, means a job with a salary paid entirely by the employer. Work experience, on-the-job training positions, etc., are “subsidized,” NOT “unsubsidized employment.”

**Urban/Rural:** Based on Bureau of the Census definitions, “urban” means the densely populated areas of Standard Metropolitan Statistical Areas (SMSAs): a central city or twin cities with a population more than 50,000, the county in which the central city is located and those additional

contiguous counties that are related socio-economically to the central city. “*Rural*” means an area with fewer than 2,500 inhabitants that is not classified as urban or *urbanized* or as being in an urban or urbanized county. “*Urban fringe*” or “*other urban area*” means cities or towns with populations of 2,500 or more that are not included in the *urban* category.

**Urban Areas With High Rates Of Unemployment:** An “*urban area with a high rate of unemployment*” is defined as an area with a population of 50,000 or more (see above) that also is identified by the U.S. Department of Labor as a “*labor surplus area*.”

**Workforce Development:** programs integrate job readiness, workplace expectations, skill development in problem-solving, interpersonal communications, specific job skills and vocational education with basic skills and literacy training. They can include the basic academic, communications, interpersonal and learning-to-learn skills that are part of ABE, ESL, ASE and family literacy. The programs focus on skills that employers prioritize as prerequisites to employment and those that are highlighted by business and labor as requirements for job retention and wage and skill progression. A primary program for workforce development is workplace basic skills. These focused programs are partnerships with business and labor, which generally determine expected outcomes.

**Workplace Basics:** Workplace Basics means workforce literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

**Workplace Development:** In the State Plan: Programs integrate job readiness, workplace expectations, skill development in problem-solving, interpersonal communication, specific job skills and vocational education into basic skills and literacy training. They can include ABE, ESL, ASE and family literacy. The programs focus on skills that employers prioritize as prerequisites to employment and those that are highlighted by business and labor as requirements for job retention and skill/wage progression. A primary program for workforce development is workplace basic skills. These focused programs are partnerships with business and labor, which generally determine expected outcomes. Like other workforce development structures, workplace projects can include ABE, ESL, ASE, and family literacy.